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AN ANALYSIS OF METHODS USED IN THE TRAINING OF VOLUNTEER LEADERS IN SETTLEMENT HOUSES TO DETERMINE CRITERIA FOR LEADERSHIP TRAINING COURSES

A Thesis

Submitted by

Sherman Judson Hicks

(B.S., Springfield College, 1938)

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CHAPTER I

INTRODUCTION

Through the years volunteer leaders have played an important role in assisting Settlement Houses to enrich life in their neighborhoods.

Today, with the increase in informal education and recreation in Settlement Houses, the need is for not only more volunteer leaders, but for better qualified leaders. Higher standards of leadership and adequately prepared leaders will increase the quality of work in Settlement Houses.

Most individuals of normal intelligence and sincere desire to be of service to people can acquire considerable leadership skill, if they are helped to understand sound principles and methods of group leadership and are closely supervised in applying these in a thoughtful, conscientious and persistent manner.

Purpose

This study was undertaken to determine criteria for leadership training courses in Settlement Houses by investigating the methods used in the training of volunteer leaders in a cross section of Settlements. As a result of this study, the writer hopes to set up a training course for leaders as suggested by the contemporary methods used in Settlements. This suggested leaders' training will be designed so that it can be

supplemented by the individual Settlement through orientation to the purpose, objective, and philosophy of the particular agency.

Some of the more general questions this study seeks to answer are as follows:

What are some of the different types of training courses for volunteer leaders?

What are some of the new techniques used in the training of volunteer leaders?

How can improved methods in the volunteer's training make for more effective group leadership?

What constitutes a sound and useful training course for leaders?

Scope

The material collected, investigated, and analyzed in this study was compiled from a cross section of Settlement Houses throughout the United States with a concentration on a group of Boston Settlements. Fifty-three Settlements in all comprised this study, forty-two from Settlement Houses across the country and eleven from greater Boston.

This material was taken from current practices in the training of volunteer leaders. All agencies in this study are of private sponsorship and are members of the National Federation of Settlements. The agencies under study are made up of both large and small organizations.

Methods of Procedure

A list of Settlement Houses published by the National

Federation of Settlements was used by the writer in compiling agency names and addresses. Since the agencies were listed by states, the writer picked from one to three in each state to receive the questionnaire. The Settlements were picked from this list by first checking off one agency in each state and then two additional ones from each of the states under which five or more Settlement Houses were listed. In all, seventy-five agencies received the questionnaire by mail. Forty-seven Settlements responded, but five questionnaires were not properly filled out and were discarded. The remaining forty-two questionnaires were usable. This number, plus the group of eleven Boston Settlements visited by the writer, comprise the fifty-three Settlement Houses in the study.

Although questionnaires were sent to Settlement executives, they were answered mostly by people in the agencies directly concerned with the program. These people were the boys' and girls' workers, the supervisors or directors of program, etc. In one instant, a board member answered the questionnaire at the request of the agency executive.

In seven of the eleven Settlements visited by the writer the agency executive was interviewed. The remaining four interviews were with program people.

Whenever possible observation and personal interview were utilized. In three instances the writer actually participated in the leadership training program in order to absorb

more completely the methods used in the training of group leaders.

Over a period of ten months the writer read available material on the training of group leaders, which was written by experts in the field of social work. The investigator also read and studied various written material and reports which were compiled by the United Settlements of Greater Boston and the National Federation of Settlements. All such material dealt with the use of volunteer leaders in Settlement Houses. Additional data, collected by the writer, were thoroughly analyzed. This consisted of outlines utilized in training courses, the contents of such courses, the methods of training, and the various manuals and other written material in use by many Settlements in the training of volunteer leaders.

CHAPTER II

BACKGROUND CONSIDERATIONS IN THE STUDY

Gertrude Wilson said, "The needs of our membership must be the determining factor upon which we build our standards of leadership...."[1] Settlement Houses are agreed that they must limit their intake of house members and services in their respective neighborhoods in accordance with the amount of leadership available and the quality of such leadership. Settlements are constantly searching for good leaders, men and women who not only have special skills, but enjoy working with people. It is also important that these leaders have the ability to understand young people and children. Other qualities of leadership most often sought are sympathy, sincerity, persistence, and dependability. Since most Settlements still depend upon the volunteer for leadership of its groups, clubs and classes, the task of the professional leader or supervisor is to train the volunteer adequately for the job assigned.

Role of the Volunteer in Group Work

Most volunteers do not realize the importance of the job when they agree to serve as leaders.

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1 Gertrude Wilson, "Present and Emerging Problems in Group Work Practice." The Round Table, National Federation of Settlements, p. 3.

The general objectives of group leadership have been variously stated. Usually they include the development of individual initiative, the development of group skills and the capacity for appreciation, and the amplification of social responsibility in the individuals and in the group.

An effective leader, whether volunteer or paid, should seek to understand the needs and the interests of the individuals, the group, and the community; encourage participation of the group in the construction of its program (self-direction of the group is not only desirable but highly important); and build the club program in terms of the objectives which have been set for the individuals and the group.[2] Also, the leader should keep his efforts in line with the agency's objectives and policies as they relate to program. The leader should see to it that the individuals in the group are having fun in planning as well as in action.

> Leadership is that quality in an individual which enables him to affect the intentions and voluntary actions of another.... The best leadership comes out of a contributive pattern which encourages and provides opportunity for the coordination of each individual; decisions are fashioned out of the combined thinking of the group affected.... Once decisions have been made on the basis of intelligent interaction of the individuals in the group, then the leaders have the responsibility of implementa-

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2 Sherman J. Hicks, Direct Hints for the Club Leader, p. 1.

> tion, reinterpretation and administration.[3] Obviously the leader plays a tremendously important part in the group work process. Both in regard to his responsibilities and the qualifications of personality, interest, effort, and experience. The leader has within his power the opportunity of influencing the lives of his club members and of helping to lay the foundation for a better social democracy. His own personality is a very important element and the members will be greatly influenced by his habits of thought and action. Therefore, a leader should have the bearing, personal charm, and enthusiasm to win the respect and admiration of the group.[4]

It is not always possible to find leaders endowed with these qualities. Settlement Houses accept volunteer leaders who are normally mature and emotionally stable, even though they may be lacking in group work techniques and skills. Since such techniques and skills are usually found in the trained leader some Settlements accept volunteers without these with a view to training them. As Grace L. Coyle puts it: "Group work is the conscious use of group experience for the development of persons."[5]

The achievement of his educational objectives is the most difficult task of the club leader. No trick formula will do. General principles regarding leadership must be carefully

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3 Harleigh Trecker, Group Process in Administration, p. 26.

4 John Kingman, and Edward Sidman, editors, A Manual of Settlement Boys' Work, p. 6.

5 Grace L. Coyle, "Group Process", The Group, Nov. '44.

adapted to a given group and correctly translated into action. This requires that the leader constantly increase his understanding of the individuals and the group as well as his skill in leadership. It is with this thought that the following statements regarding techniques of leadership are made; although this is not complete it contains major suggestions:

I. The leader's role in helping individuals establish relations with others.

1. The leader will seek by his own friendly approach to establish feelings of affection and friendship among members of his group.

2. The leader will seek to increase the feeling that each person in the group is appreciated by all as a person. Disciplinary action will be made calmly and directed against actions rather than personalities.

3. The leader will guide program planning in such a way that the group will do things together which all will enjoy.

II. The leader's role in helping provide ego satisfactions.

1. The leader will stimulate commendation of socially desirable acts and achievements.

2. With some individuals who are having considerable difficulty in achieving a desirable status, the leader will find opportunities to give attention and recognition whenever possible.

3. The leader will guide the group in such a way that individuals will be able to do things bringing approval and a sense of worth. Backward individuals will be helped in the development of skills.

III. The leader's role in providing for the creative-dynamic drives of the individual.

1. The leader will provide stimulating materials for creative expression.

2. The leader will encourage members to undertake projects permitting creative expression in a variety of ways. One individual may lack the interest or ability to work with her hands but may have great possibilities as a story teller.

3. The leader will encourage expression by commendation and will not apply his own standards to the results of creative effort.

IV. The leader's role in developing social responsibility and group action.

1. The leader will provide opportunities for the club members to plan their activities and organize the means for realizing their plans.

2. The leader will seek to encourage the club's contact with other groups and to stimulate interest in inter-club activities.

3. The leader will help the group understand the necessity of assuming responsibilities in taking care of their meeting room, sharing in house government through the councils, and contributing to the improvement of the Settlement and the neighborhood.

4. The leader of an intermediate or senior club will stimulate an interest in social problems and group action directed toward their solution by

   a. becoming familiar himself with social problems and suggested solutions

   b. seeking to understand the social conditions under which the group members live

   c. capitalizing upon the group's existing interests

d. and being alert to situations which contain the seeds for activity on a higher level.

5. The leader will not avoid controversial problems which are often the very stuff around which real education may take place, but will encourage their rational discussion. The leader will endeavor here particularly to help the group use whatever facts and experts may be found to arrive at the best decisions.[6]

New Techniques in Leadership Training

Important today, as an aid in the training of volunteer leaders, is the whole field of audio-visual education. There are slides, filmstrips, recordings, as well as sound motion pictures which can be used effectively in training programs. Such visual aids are not only entertaining to the volunteer, but help to hold his interest and give him a clearer insight into the whole realm of leadership, and the role he must play if he is to become a good leader.

Socio-drama or role playing, whereby a group of volunteers act out certain problems or situations that have occurred in their respective groups, or those which might be expected to happen in the normal group setting, give the volunteer leaders an opportunity to help solve their own difficulties. Then, too, it adds interest to the training program. Acting out such situations may serve to show the volunteer that what he thought

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6 S. R. Slavson, Creative Group Education, pp. 75-88.

was the group's problem turns out to be his own. There are, however, decided limitations in this technique. The socio-drama can be over done; it can become a farce if not carefully handled; it may be an exaggerated playback of a problem or situation. The socio-drama may implant in the leader's mind the erroneous idea that the group work process is easy--easy to understand and easy to relate to the group process or group experience. These are some of the limitations of role playing as the writer sees them. There may be others.

The writer knows of one Settlement House where electric recordings of specific club meetings are replayed in leaders' meetings with similar effectiveness as that which may be obtained from the use of socio-drama.

Some group workers in the Settlement House movement, as well as in other informal educational and recreational agencies, feel that too much emphasis has been placed on the lecture and demonstration approach to leadership training. Some have attempted to increase their use of electric recordings, audio-visual aids, socio-grams, role playing, and other methods in the training of volunteer leaders to do a more effective job. The case method of approach has also been used; herein stimulating the leader to utilize the experiences and the resources made available to him through a knowledge of his needs and capacities.

CHAPTER III

GROUP WORK ASPECT OF VOLUNTEER TRAINING

> Social group work aims at the growth and development of individuals through the group experience and the use of the group by its members for social purposes. Group work is a kind of guided group experience in which individuals are helped to meet their needs and to develop their interests along socially acceptable lines with the assistance of a group leader.[1]

This should be the purpose and objective of all leadership training. The volunteer leader plays the main role in helping individuals establish satisfying relationships through the group process. Thus, through this process the members of the group should be helped to grow emotionally, intellectually, and socially and thereby be able to function more adequately in their environment.

> The group worker finds his greatest opportunity to help individuals as he participates in the interaction that takes place among members of the group. This is frequently spoken of as the group process. The group worker, because of his prestige, his understanding of some of the symptoms of behavior exhibited in groups and of the processes inherent in groups is able to direct this interaction in such a way that (1) the group experience meets some of the needs of the individual and (2) the movement of the whole group is toward some satisfying achievement.
>
> The group worker functions in these processes through sensitive seeing, hearing, and feeling

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1 Grace Coyle, "Social Group Work", Proceedings of the National Conference of Social Work, 1939, p. 413.

> of individuals and of the group as a whole. The reactions of the group leader to individuals are influenced by his knowledge and understanding of human behavior and his capacity to interpret the meaning of the symptoms of behavior exhibited in the group. The reactions of the group leader to the group are influenced by his knowledge and understanding of groups, particularly his acceptance of the group as an entity, to which he has a responsibility different from his feeling toward any individual who is part of the group.
>
> The area of group work practice lies in the reactions of the groups. The quality of these reactions will depend upon the capacity of the group worker, the needs of the individuals, and the needs of the group as a whole.[2]

Of all the volunteers who are accepted as group leaders in Settlement Houses, only a few are aware of the methods, objectives or purposes of group work. It therefore becomes the agency's responsibility to teach its leaders enough of the fundamentals of theoretical group work to enable them to do an effective job with the groups to which they are assigned.

Sources of Volunteer Leaders

Volunteer leaders were recruited from a large variety of sources. However, the order of popular sources for volunteer leaders was found by the writer to be as follows:

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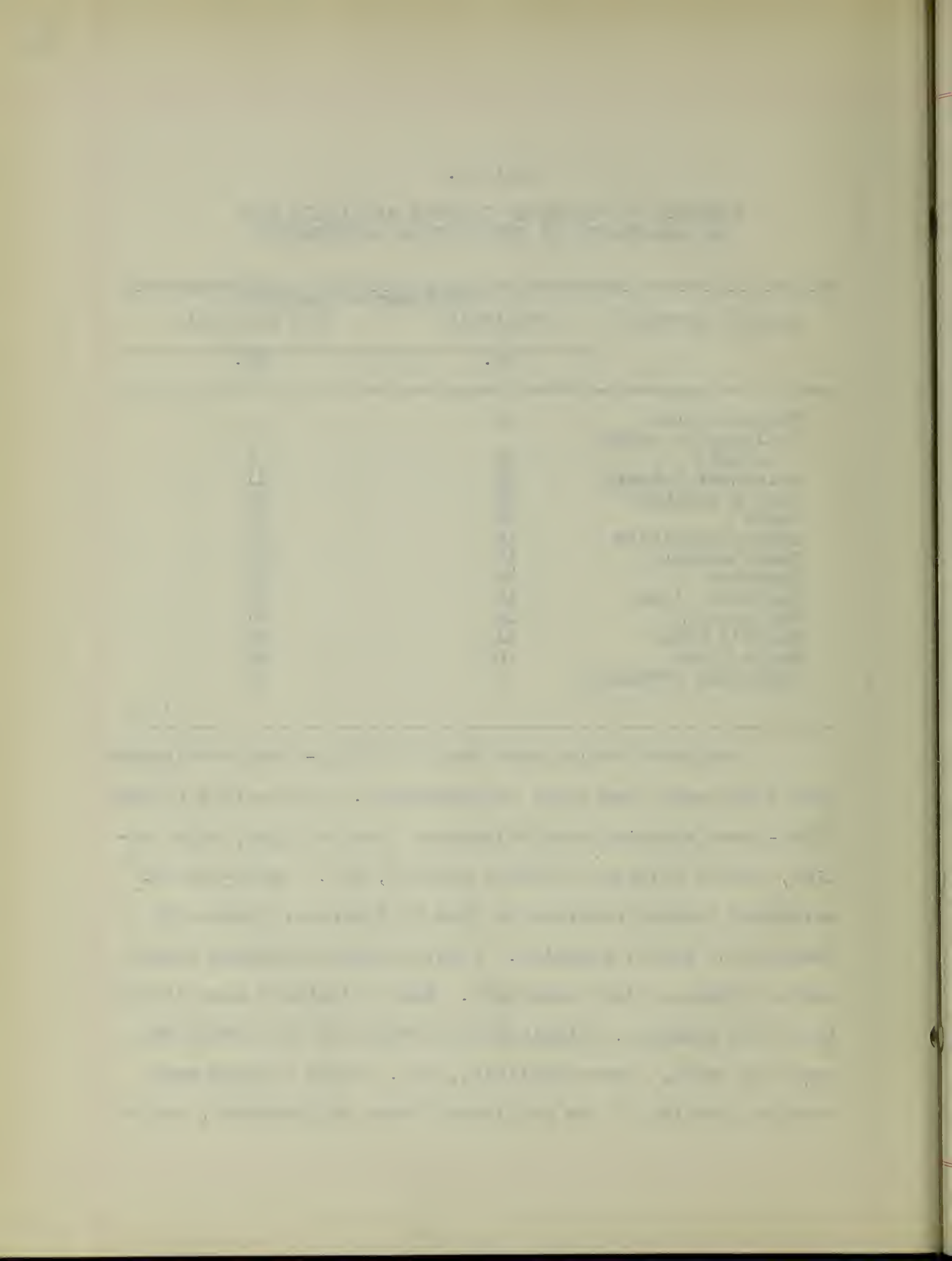
2 Gertrude Wilson, Group Work and Case Work, Their Relationship and Practice, p. 16.

TABLE I.

SOURCES OF VOLUNTEER LEADERS AVAILABLE AND NOT AVAILABLE IN FIFTY-THREE SETTLEMENTS

Various Sources	Settlements Involved	
	Available	Not Available
	No.	No.
Neighborhoods	53	0
Colleges or other schools	48	5
Volunteer bureaus	42	11
Junior leagues	26	27
Staff	22	31
Agency publicity	19	34
Board members	19	34
Churches	18	35
Business firms	16	37
PTA groups	12	41
Women's clubs	11	42
Men's clubs	8	45
Insurance companies	6	47

The above table shows that all fifty-three Settlements used volunteers from their neighborhoods. Forty-eight of the fifty-three agencies used volunteers from colleges, universities, junior colleges, private schools, etc. Forty-two had volunteer leaders referred to them by Volunteer Bureaus of Councils of Social Agencies. Junior Leagues supplied twenty-six Settlements with leadership. Many volunteers came directly to the agencies, stimulated by friends of both board members and staff, agency publicity, etc. Other sources were churches outside of the Settlement House neighborhood, busi-



ness firms both in and out of the Settlement area, PTA groups, women's and men's clubs and others.

The Selection of Volunteer Leaders

The Settlement Houses under investigation in this study placed varying importance on the selection of volunteers. As one Settlement worker said, "We catch them first and select them afterwards". The other extreme was noted in one questionnaire: "Volunteers are selected on the same basis as any other worker in the agency". This Settlement considered the volunteer leader to be just as important as any other person on the staff, and could do as much good or harm to a program if not carefully selected.

One Settlement placed its selection of volunteers in the hands of a screening committee of the board of directors. Nearly 80 per cent had some volunteers tentatively selected for them by the local Volunteer Bureau of the Council of Social Agencies.

In all forty-eight Settlements where undergraduate students were used as volunteer leaders the agencies did the selecting in only three cases. The students were selected by the school sending them, and were used in the program where most needed and where their qualifications warranted assignment. Taken into consideration by most of the Settlements using students were: the time the volunteer students had to give, the age group with which they liked to work, and the

skills and aptitudes with which they came equipped.

For professional staffs, the immaturity of many volunteers, whether students or not, should be taken into consideration. The writer believes that the following quotation will help in understanding the importance of the proper selection of volunteer group leaders:

> In one city, 37.4% of the 229 groups, leaders were under 21 years of age; in another city, 29%; in another 26%. The inexperience of many group leaders is revealed by the fact that, in one city, 1,456 leaders, or 49.5% of the total, had led a group less than one year; in another city, 44%. Limited educational background is indicated by the fact that one fourth of the 2,939 leaders in one city had only a high school education or less; in an Eastern city, over two thirds of the leaders had no more than high school training. In another city, in New York State, over one half had the same limited educational background.[3]

The investigator found that the most sought after qualification in prospective volunteer leaders was in the area of program. Surprisingly enough fifty-two out of fifty-three Settlements placed the emphasis, for selection of volunteer leaders, on skills and aptitudes.

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3 Charles Hendry and Ray Johns, Group Work Affirmations and Applications.

TABLE II.

QUALIFICATIONS FOR THE SELECTION OF VOLUNTEER LEADERS IN FIFTY-THREE SETTLEMENTS

Qualifications (In selection)	Settlements Involved	
	Using These	Not Using These
	No.	No.
Program skills and aptitudes	52	1
Interests and experiences	41	12
Interest in people	39	14
Will to learn	38	15
Democratic person	32	21
Enthusiasm for job	31	22
Good work habits	29	24
Emotional and intellectual maturity	27	26
Ability to meet people	26	27

According to the study wide and varied interests and experiences were important to forty-one out of fifty-three Settlements. Other sought after qualifications in prospective leaders were as follows: interest in people and a willingness to learn; ability to live democratically with the group; enthusiasm for the assigned job; good work habits and the ability to meet people easily. Only twenty-seven or about half of the fifty-three Settlements considered emotional and intellectual maturity an important quality for leadership.

The American Association for the Study of Group Work* proposed the following criteria for the evaluation of the group leader, but these criteria might well be used by Settlements in the selection of volunteer leaders:

> To what degree are leaders selected emotionally mature people?
> Are the group leaders concerned with the personality growth of the individuals within their groups?
> Do the leaders' objectives include the cultivation of those qualities in the group that are essential to a tolerant, clear-thinking, constructive citizenship?
> Do the leaders stimulate each person's creative abilities?
> What is the educational background of the group leaders?
> Are the group leaders interested in current social thoughts?
> Do they give sufficient time to their groups?
> Have they an inquiring experimental viewpoint?[4]

Some Settlement Houses select their leaders on the basis of the following:

> Qualifications vary with the type and purpose of the project; the age of the group members; social and economic status of members; religious affiliations; skills and abilities required, etc.[5]

Settlements, not unlike other agencies in similar work, used various methods in selecting volunteers. Some of

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4 American Association for the Study of Group Work, The Role of the Volunteer in Informal Education and Recreational Agencies, p. 12.

5 Commission on the Training of Group Leaders on the Job, Group Work, 1939, p. 51.

* This organization is now the American Association of Group Workers.

these were as follows: the interview; use of the questionnaire filled in by the volunteer; checking previous records of the volunteer; recommendation of directors or friends of the agency, or committees; public and semi-public organizations, and businesses which periodically supply prospective volunteers (i.e. insurance companies, manufacturing concerns).

TABLE III.

METHODS USED IN SELECTING VOLUNTEER LEADERS IN FIFTY-THREE SETTLEMENT HOUSES

Methods Used (In selection)	Settlements Involved	
	Methods Accepted	Methods Not Accepted
	No.	No.
Interview	53	0
Questionnaire	50	3
Checking previous records	43	10
Recommendations of others	36	17

Regardless of the methods used or the criteria for the selection of volunteer leaders, Settlement Houses were found to base their final selection on the needs of the agency and the ability of the volunteers being considered.

Preparing the Volunteer Leader for Training

> Probably the most common form of inducting the volunteer leader into service of the agency is still the one time interview, in which he is made acquainted, in a limited way, with his duties, a simple form of orientation. Group

> workers will recognize the inadequacy of the procedure even when the leaders are well selected.[6]

The one time interview, as a means of orientation for volunteer leaders, was utilized by 47 per cent or twenty-five of the fifty-three Settlements studied. In these agencies this procedure was inadequate because the coverage was limited. The writer calls attention to the fact that sixteen of the twenty-five Settlements which were using the one time interview were also among the eighteen not offering planned training courses. The remaining nine agencies of the twenty-five were part of the thirty-five Settlements which were offering planned training programs. This also means that of the twenty-eight Settlement Houses which did not limit the orientation twenty-six were part of the thirty-five conducting training courses. Thus, twenty-eight agencies were found to be properly orienting the volunteer in the philosophy and policies of the agency, history of the agency and its neighborhood, and the agency program. These Settlements did not isolate their leaders from other ways of orientation to the total agency program. The writer believes the following table was helpful in clarifying certain points:

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6 Committee on the Training of Group Leaders on the Job, op. cit., p. 52.

TABLE IV.

METHODS USED IN PREPARING THE VOLUNTEER FOR TRAINING IN FIFTY-THREE SETTLEMENTS

Methods (In preparing volunteer)	Settlements Involved	
	Using Methods	Not Using Methods
	No.	No.
Initial interview or conference	28	25
Orientation carry-over to training	26	27
Orientation by one time interview	25	28
Observation	24	29
Settlement manual	16	37
Printed material	12	41
Other literature	2	51

Twenty-eight Settlements used a combination of several methods in the orientation of leaders. Such methods were orientation by the initial interview or conference in a combination with the following: volunteer's observation of groups; volunteer reading the Settlement manual; other mimeographed material, available for volunteer to read, which dealt with the history of the Settlement movement, the agency neighborhood, program, etc. Also, there was a carry-over of the orientation to volunteer training in twenty-six agencies. In addition, two of these agencies used a pamphlet dealing with the agency responsibility to volunteer leaders, what the agency expects from its volunteers, very general information re-

garding personal appearance of leaders, and routine mechanics of group leadership.

When given enough scope for their ingenuity and imagination, volunteers often became more effective group leaders. It was of the greatest importance that many volunteers were given the opportunity to keep in close touch with some agency staffs. Some Settlement workers felt that the most satisfactory relationships with volunteers were developed when there was an agency through which they worked, and when this agency or school had a close working relationship with a Settlement worker.

The job the prospective leader is to assume must be outlined clearly. He must be impressed with the need for faithfulness, regularity, and promptness in carrying out his responsibilities. The Settlement executives interviewed by the writer considered the above impressions to be important.

The trainee must be aware of his needs so that he can readily accept suggestions from his supervisor to aid him in becoming a more positive leader. He must be brought into a degree of readiness for leadership training and for constructive criticism of himself and his work. He must be helped to see himself as others see him. This is a most difficult thing to do. If the volunteer comes to realize this it should lead him on to greater participation in the leadership training program. The Settlement executives and program people in the

eleven agencies visited by the writer were themselves concerned about these needs, etc., of the prospective leader. Also, the proper discharge of responsibility by the volunteer leader which affords him the needed self-satisfaction of not only group leadership, but of training program participant.

From this point on the writer will be discussing primarily the thirty-five Settlement Houses which were found to be conducting planned training courses.

The Selection of Training Material

How can the training be made meaningful to the volunteer? Do we assume that there is a body of knowledge to be transmitted to the volunteer? What new techniques in training should be used? Should lectures, demonstrations, etc., be used? How can hand books, manuals, and mimeographed material be worked into the training program? These are some of the questions thirty-five Settlements had to deal with in setting up their leadership training courses.

Several leaders in three of the Settlements visited by the writer had some practical ideas and were allowed to participate in the selection of training material. Agency workers in these three Settlements felt that leaders who had something to offer or contribute to the planning showed greater participation in the training courses when they were allowed to take part in the initial planning of these courses.

Table V which follows gives some of the more important

factors thirty-five Settlements used in selection material for training courses:

TABLE V.

CONSIDERATIONS IN THE SELECTION OF TRAINING MATERIAL IN THIRTY-FIVE SETTLEMENT HOUSES

Factors (In selection)	Settlements Involved Using These Factors	Not Using These Factors
	No.	No.
Age range of leaders	33	2
General background of leaders	29	6
Interests of leaders	20	15
Past experience of leaders	19	26
Education of leaders	11	24
Strengths and weaknesses of leaders	7	28
Ideas of leaders	3	32

Nineteen out of thirty-five Settlements offering training courses used a combination of the following: a general survey of the age range, general background of volunteer leaders, their interests and past experiences. Three of the eleven Settlements visited by the writer used all the factors mentioned in Table V.

Leaders have been known to suggest topics and problems which they would like to have discussed. Their contribution in building up a bibliography of books and pamphlets on games, crafts, group work, and leadership in general has given them

that important feeling of belonging to the training group.

A carefully planned program containing the necessary material to meet the training needs of the prospective leader will go a long way toward the realization of more effective group work on the part of Settlement Houses.

> Better satisfied leaders will give longer and better servic3 to the agency, and the agency will reap the benefits of the time put in by its staff in training the leaders. More than that, the leader, if well taught, will carry out to the general public an enthusiastic and intelligent picture of Settlement work.[7]

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7 Mrs. John Dabney, "A Volunteer's Preparation For Group Leadership", Proceedings of the National Conference of Social Work, 1936.

CHAPTER IV.

METHODS OF VOLUNTEER TRAINING IN THE SETTLEMENTS STUDIED

The importance of using sound methods in training volunteer leaders has long been recognized, but very little study has been done on the training of volunteers.

The writer found that all fifty-three Settlements carried on some form of training for its volunteers. This varied, however, from the eighteen agencies conducting unorganized on the job supervision and conferences to the organized volunteer leader training programs in thirty-five Settlements. These are shown in Table VI.

TABLE VI.

METHODS CURRENTLY USED IN TRAINING VOLUNTEER LEADERS IN THIRTY-FIVE SETTLEMENTS

Training Methods (In current use)	Settlements Involved	
	Using Methods	Not Using Methods
	No.	No.
Formal lecture	31	4
Discussion periods	31	4
Written literature	26	9
Demonstrations	18	13
Individual conferences	17	14
Periodic evaluations	16	15
Workshops	5	30
Audio-visual aids	3	32
Panels only	2	33
Literature and demonstrations only	2	33
Socio-drama	2	33

The thirty-five Settlement Houses conducting planned training courses used the following methods in their entirety, or in part, and in varying degrees of intensity: the lecture method of presentation; discussion periods; written literature, such as leader's bulletins, program material, etc.; demonstrations; institutes or workshops; audio-visual aids; panel discussions; and role playing or socio-drama.

Louis Kraft in "New Trends in Group Work" has written, "A preliminary preparation through a well organized course of lectures is necessary in leadership training".[1] Formal lectures by able speakers and authorities were a recognized necessity, and were found operating in most of the Settlement Houses offering training courses. In thirty-five instances where Settlements conducted training courses, only four did not hold to the lecture method with rigidity. Two of these Settlements used panel discussions solely. The other two agencies used literature and demonstrations entirely. Thus, the lecture followed by a discussion period was the standard procedure in thirty-one of the agencies carrying on training courses. Furthermore, all other methods used in these thirty-one training courses were in addition to the lecture technique.

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1 Louis Kraft, "Developing the Leader as a Person", New Trends in Group Work, p. 46.

Written material, such as manuals, leaders' bulletins, and general program suggestions were used for training in twenty-six Settlements. These were not used alone but in conjunction with one or more of the other methods or techniques already mentioned. Individual conferences as a part of training were used by seventeen agencies. Periodic evaluations of volunteer leadership training were carried out by sixteen of the Settlements. Five Settlement Houses conducted workshops or institutes as a method of training its leaders in the acquisition of skills and in the development of aptitudes. Such training procedure usually reduced the number of volunteers that could be adequately handled. However, the compensation was that it allowed for more individual attention. Likewise, the scope and the content of the material handled in the training program had to be curtailed in favor of more concentrated training in fewer areas. Some of the workshops were in arts and crafts, programming, song leading, story telling, group work techniques, etc.

In addition to other methods, three agencies were using audio-visual aids in a minor way. Also, the use of role playing or socio-drama was utilized by two Settlements. These training courses, however, went too much in the direction of problem solving. By over-emphasizing this method, a neglect in the teaching of usable program material developed.

The writer observed that none of the Settlement Houses

in the study was making use of all the methods found in operation in the various agencies.

The investigator found that although eighteen Settlements did not conduct planned training of leaders, they did, nevertheless, attempt superficial training. These were as follows:

1. One Settlement trained its volunteers through individual conferences, staff meetings, and participation in staff in-service training meetings.
2. Five agencies trained leaders through group meetings, individual conferences, and direct supervision.
3. In another agency, leaders were invited to attend staff meetings from time to time, thus giving them opportunities for learning through staff contacts and observation.
4. Three Settlements said that they trained their leaders in weekly conferences and in monthly staff meetings.
5. Still another Settlement House trained its volunteers by having them participate in the program while observing professional personnel.
6. Seven agencies stated that they did not train their leaders. However, their method of training

> or at least helping leaders appeared to be on the spot conversation with the leader, or a conference with the leader when severe problems arose.

For the most part the writer has found in his investigation that the methods utilized by the Settlements under study, for the training of volunteer leaders, are best stated by S. R. Slavson, as follows:

> The training of leaders and conferences for the purpose of improving the educational practices, are carried on irregularly, peremptorily, or with little continuity.[2]

The Content of Training Courses

There is a great deal to be learned and written about what should be included in the training course for group work leaders. At least, this was indicated in the writer's investigation of the planned leadership training program in Settlement Houses.

It would seem that accepted criteria for training content are those norms which on the basis of theory and proven effectiveness have been utilized by others over a period of time in the realization of stated objectives. There are criteria which usually imply "a combination or jumble of per-

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2 S. R. Slavson, Creative Group Education, p. 185

sonal ideas, agency policies and community standards".[3] On the basis of this and the content of training courses studied by the writer, some agencies seemed to be utilizing all material and methods at their disposal. Thus, the content of such training courses was all-inclusive. On the other hand, there were agencies which, on the basis of accepted criteria, left much necessary material out of their training; consequently, the content in these courses was weak and spotty. Such volunteer leader training programs did not increase the confidence of the leader in his own abilities, nor did they give the leader a clear understanding of the philosophy and objectives of the Settlement. Still other training programs reflected the agencies' mindfulness of group work and of the leaders' difficulty in understanding the group process.

The writer discovered that the following was rather typical for leadership training courses: Most of the content of training in the Settlements studied dealt with program, mechanical routine, attendance recording, and facts about the agency. A small part of the training program was given over to group work while a still smaller portion of the training content was given over to the study of agency policy. Thus, a very large percentage of training time had to be used in telling volunteer leaders what to do and how to do it.

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3 Saul Bernstein, "Criteria for Group Work", The Practice of Group Work, p. 215.

Thirty Settlements utilized some or all of the following content in training courses: Volunteer leaders visit the Settlement House and learn what else goes on in it; historical background of theagency with a description of neighborhood; where tools and supplies are kept; where coat is hung, etc.; some general House policies; system of recording time worked, attendance, etc.; introduction to the objectives of Settlements; description of total program; interpretation of the function of professionals and volunteers in the program; description of specific volunteer jobs; description of resources from which volunteer may get regular help in the Settlement; description of Settlement neighborhood areas, their development, their socio-economic conditions, the causes of such conditions, and a description of the general means for dealing with these causes and conditions. A further breakdown of training course content as found by the writer appears in Table VII.

TABLE VII.

TRAINING COURSE CONTENT IN THIRTY-FIVE SETTLEMENTS

Material Covered (In Training Courses)	Settlements Involved	
	Using Material	Not Using Material
	No.	No.
Program	35	0
Mechanical routine	30	5
Recording	30	5
Facts about the agency	28	7
Dynamics of group work	17	18
Psychology of adolescense	17	18
Aptitudes of children	17	18
Agency policy	15	20
Value of conferences	2	33
Techniques of leadership	2	33

The training content of courses in seventeen agencies which were more mindful of the group work process was as follows: The volunteer received information on psychology of adolescence; aptitudes of children; reasons for group work, definition of group work, and what it means in local situations; and the dynamics of group work.

Two of these seventeen agencies organized their training program along the following lines: Had its leaders discuss leadership techniques and work on problems that were confronting them in their work; taught methods of dealing with inter-group conflicts; placed the focus of training methods on the growth of the individual leader, through regularly scheduled individual conferences, and held group training sessions which emphasized the solving of problems; and used such devices as socio-drama, small group discussion and practice sessions to achieve these objectives. When socio-drama or role playing was used, a discussion followed based on the participation as observed by the volunteer leaders under training.[4]

In the training program there should be a review of the learning process. As Arthur Swift puts it,

> The leader should become familiar with the basic truths of educational psychology. He should understand the theory of interest in relation to learning. He should learn about the nature of social organization, and the

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4 For the material used in the socio-drama see appendix I and II.

> place of the individual and the leader in the group process. He must learn to recognize social maladjustment when he sees it. He must learn to discuss intelligently this maladjustment with his supervisor.[5]

Furthermore, the content of the volunteer training program should allow opportunities for the leader to develop his own skills for use with the group. In thirty-five Settlement Houses leaders had the opportunity to develop skills and techniques in the mechanics of club organization, both active and quiet games, story telling, group singing, discussion leading, arts and crafts, trips with a particular educational value or objective, hikes and how to carry them out successfully, folk dancing, holiday parties and other social events, special activities, etc. The writer found that of the thirty-give agencies giving training courses to volunteers none included all these skills and techniques in training its leaders. All of them, however, utilized four or more of the skills and techniques in use among Settlements studied. Twenty agencies used five or more of these skills and techniques in their training courses. Some of the content material in the courses studied was thoroughly handled, while there was evidence that much was superficially presented.

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5 A. L. Swift, "The Essentials of Training for Group Leadership", Proceedings of the National Conference of Social Work, 1935.

> Stress should be placed on helping the volunteer to see the particular skills as devices through which the social development of the individual in the group might be enhanced.[6]

The tone and content, however, of most of the courses was definitely not geared to the volunteers' needs. What sound training course content should do is clearly stated in the following:

> .... stimulate the volunteer to think for himself, make sound evaluation, speak for himself, and recognize the true value of democratic process.[7]

Records and Record Keeping

Since records are a good prospective tool for the evaluation of leaders and groups, the attitude of the volunteer toward record keeping is important.

Recording in one form or another was carried out by all the Settlements under investigation. However, the narrative record was kept by only nine out of the thirty-five agencies offering training courses. In these agencies a narrative record from each volunteer after every club meeting was a required procedure. The content of the record was mostly descriptive of the activities, conversation, and behavior mani-

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6 National Social Welfare Assembly, Youth Division, Interorganization Training of Volunteer Leaders in Youth Serving Organizations, 1948, p. 7.

7 Sidney J. Lindenberg, Supervision in Social Group Work, p. 117.

festations during the meeting. For the most part the volunteers were encouraged to avoid interpretive recording. As one agency put it, "This is done to keep this as a function of the supervisory conference". Table VIII, which follows gives a further statement on recording:

TABLE VIII.

RECORD KEEPING IN THE THIRTY-FIVE SETTLEMENT HOUSES CARRYING ON TRAINING COURSES

Types of Recording	Settlements Involved	
	Using	Not Using
	No.	No.
Weekly attendance records	24	11
Narrative records	9	26
Yearly evaluation report	2	33
Six month attendance report only	1	34
Weekly attendance record by agency only	1	34
Family records	1	34

Twenty-four Settlements asked volunteers to fill out forms after each group meeting on both clubs and classes. These were restricted to attendance and a brief description of the program in some cases; sometimes space was left for suggestions which the volunteers might wish to make to the staff.

Two Settlements, in addition to weekly attendance records, required a final report at the end of the year on the

following: report on accomplishments of activities, report on special events, and a report on the evaluation of the leader's work with the group and with the individuals in the group. This final report in one agency was from two to four typed pages long with photographs of the group sometimes included.

Another agency had a summary attendance report made out by leaders every six months. This was the only recording done by the volunteers.

A part-time paid worker in one agency spent all his time, which was two hours per day, keeping attendance records on all groups, as well as a record of handicraft articles made.

The writer found an unusual situation existing in one Settlement where advanced volunteers kept family records and a combination of case work and group work recordings.

Supervision of Volunteer Leaders

Supervision is helping leaders reach maximum effectiveness in group leadership. And as Robinson says, "Supervision can be defined as an educational process in which a person with a certain equipment of knowledge and skill takes responsibility for training a person with less equipment."[8] Supervised training, therefore, is one of the better methods for increasing the performance of leadership which should result in more effective group work.

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8 Virginia P. Robinson, Supervision in Social Case Work, p. 53.

Nearly all the fifty-five Settlement Houses in this study were using some method in the supervision of leaders. All the thirty-five agencies conducting planned courses of training seemed to sense the importance of supervision, and used it as a continuing process in training volunteer leaders. These supervisory methods appear in Table IX.

TABLE IX.

METHODS USED IN THE SUPERVISION OF VOLUNTEER LEADERS IN THIRTY-FIVE SETTLEMENT HOUSES

Methods Of Supervision	Settlements Involved	
	Using Methods	Not Using Methods
	No.	No.
Individual conferences	35	0
Regularly scheduled conferences	20	15
Observation, weekly	18	17
Infrequent conferences	15	20
Observation every two weeks or more	11	24

Twenty-nine Settlements utilized the method of observation of its leaders at work with groups. Eighteen of these agencies had their supervisors observing leaders on a weekly basis while eleven observed leaders on the job every two weeks or more. Six Settlements did not use this method at all. One agency stated that observation of leaders was a continuous process. The duration of these periods of observation was from three to twenty minutes. In conversation with some of the

supervisors, the writer learned that the length of supervisory observation, in at least seven Settlements, depended on two factors; namely, the ability of the leader and the problems the leader was having with his group. Furthermore, the work load with which the supervisors were burdened helped to regulate the number and the duration of these observations. This same situation also applied to individual conferences with leaders.

Individual conferences were methods of supervision in all thirty-five of the Settlements conducting a training program. However, these conferences were varied in both frequency and duration. Fifteen of these agencies held infrequent conferences with some leaders and no conferences with others. This was stated as depending upon the situation and the needs of the leader. Eleven Settlements had a conference with some volunteers every two weeks. Conferences with leaders about every three weeks was the practice in seven agencies. Here the supervisors spent about half an hour with each supervisee. One supervisor felt he was doing all that he could do; and that actually this one half hour was enough for a conference.

On the spot conversation was regarded by one agency as a form of supervision although it was not really considered an individual conference. Consequently, it was used only when the supervisor did not have the opportunity to see the leader at any other time.

In another Settlement, during the busiest part of the year conferences were held with several leaders at one time. These were usually brief sessions at which time problems in general were discussed and new activity material introduced.

Regularly scheduled supervisory conferences with leaders were carried out in twenty Settlements. In these agencies, however, not all leaders had regularly scheduled supervisory conferences. The conferences that were held lasted from twenty to forty-five minutes. When the individual leader's situation warranted an extension of conference time, it was granted.

Training as a Continuing Process

Many Settlements felt that the experience for the volunteer must be as valuable to him as it is to the agency; and that constant help and guidance (except in unusual cases) must be given to the volunteer leader to make the experience more worthwhile to both the leader and to the agency.

> Training for leadership is a continuing process of learning. It does not end with the completion of a course, seminar or institute. The good leader is learning constantly and good agency practice provides for opportunities for him to learn.[9]

In thirty-five Settlements under investigation the continuing of training for volunteer leaders was in supervision and in conference. There were, however, seven agencies which

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9 Committee on the Training of Group Leaders on the Job, op. cit., p. 56.

were doing even more. These agencies were carrying on the following: One Settlement used volunteer leader evaluation sessions and periodic special staff meetings to carry on its training of leaders while six agencies continued the training of its volunteer leaders in special projects, various activities, social affairs, and craft classes. In some agencies orientation was continued after completion of the training program. The eighteen agencies which had no organized training courses carried on supervision and conferences with volunteers that started with the initial interview.

Co-ed Training

The training of volunteer leaders in nearly all the Settlement Houses under study was a co-educational activity.

One agency, however, using mostly women in its program trained them as a single group. The men in this agency were trained separately.

Another Settlement utilizing mostly the services of students did not use co-ed training. This was evidently due to the fact that the students, both male and female, came from different colleges, and received their training at these locations. The training program was, however, under the guidance of the Settlement.

Length of Training Periods

In the Settlement Houses under investigation the writer found that there was a great variation in the length of

training periods for volunteer leaders, both in the number of sessions and in the hours involved for each.

TABLE X.

LENGTH OF TRAINING PERIODS IN THE THIRTY-FIVE SETTLEMENTS CONDUCTING TRAINING COURSES

Training Courses	Settlements Involved	
	No.	Per cent
Monthly, four to nine months	20	57.1
Weekly, four to twenty-six weeks	7	20.0
Week ends or five days	5	14.3
One day institutes	3	08.6
Total	35	100.0

TABLE XI.

LENGTH OF TRAINING PERIODS IN HOURS

Duration (In hours)	Settlements Involved
	No.
1 - 4	20
1 - 2	7
2 - 0	5
2 - 3	3
Total	35

Fifty-seven per cent or twenty of the thirty-five planned training courses were held to one session a month for

a period of four to nine months. The time allowed per session was from one to four hours.

Fourteen per cent or five of the thirty-five training programs were concentrated over a week-end or for a period not exceeding five days. Such courses of training averaged two hours each session and in some instances there were two sessions each day.

Eight per cent or three of the thirty-five offered one day institutes to their volunteer leaders. While the remaining 20 per cent or seven of the thirty-five agencies attempted to train their leaders on a weekly basis. The writer used the word "attempted" because after a dozen weekly sessions many of the training courses had difficulty in maintaining attendance. The study showed that weekly training sessions were held from four to twenty-six times. The time for each period was from one to two hours.

Time of the Season Held

Nearly all the planned volunteer courses were either held in the fall of the year - October or November - or started at this time. Some training programs were held before the fall activities began while others were held after such activities were well under way. A few training courses were held in the spring or before the summer program began.

Size of the Group in Training

TABLE XII.

NUMBER OF VOLUNTEER LEADERS IN THE TRAINING COURSES OF THIRTY-FIVE SETTLEMENTS

Number Of Leaders (In training)	Settlements Involved
	No.
Under 12	0
12 - 21	6
22 - 31	10
32 - 41	5
42 - 51	6
52 - 61	5
62 - 71	3
72 and over	0
Total	35

Table XII. indicates that mass training of volunteer leaders was the procedure in most of the agencies offering planned training courses. The writer found that the number under training at the same time varied from a low of twelve to a high of seventy-one. The arithmetic mean in this particular case was twenty-nine. The extremes in numbers of volunteers under training in the agencies studied may have been due to the sampling of both small and large Settlement Houses.

Most of the planned training courses, however, were reduced to smaller groups at various times during the period of training. These smaller training groups were usually classified as: Discussion groups, nursery school groups, teen-age groups, interest groups, play groups, and social groups.

CHAPTER V

DEVELOPING AN EFFECTIVE COURSE OF TRAINING FOR VOLUNTEER LEADERS

In the past, as well as the present, Settlements have tended to train volunteers through a series of lectures on leadership. Thus, Settlement programs have been content-centered instead of being leader-centered. Settlements should be aware of the problems and needs confronting the persons being trained. The training course, therefore, should represent a growth experience to these people.

The responsibility of the professional in the training of prospective leaders begins with an understanding of the volunteers; their motives for leadership; an understanding of their own efforts and those of the individuals whom they are to lead; skills necessary to handle the situations which they will be facing; and how, through a training course, these prospective leaders can learn more effective techniques for leading their groups.

The professional should be prepared to help the volunteer leader to understand that his job is not finished the minute he has lead the group assigned to him. Thus, the interest in leading groups should be integrated with an interest in learning more effective techniques. These can be learned in a training course.

Another responsibility of the professional is in the

method or presentation of content material in such a way as to stimulate the growth of the leader and to increase his participation. It is recognized that individuals learn in the degree to which they respond to a given situation. The volunteer's active participation becomes the key to effective training.

Step number one in the development of a training course might begin with a conference composed of staff and a representative group of volunteer leaders. The importance of co-ordinating the interest of various staff members and volunteer leaders in the presentation of a training course and the co-operative determination of objectives cannot be over-emphasized. Neither can one overlook the advisability of getting the volunteers themselves to state their needs and interests as they see them. Thus, consistency of co-operation between the staff and the volunteer in the planning, organizing, and presenting of a training program is necessary.

The first aspect is for the staff and the representative group of volunteers to determine what the objectives will be in presenting a training course. The writer observed that the long range objective in training volunteers in thirty-five Settlements was the growth that should occur in the individuals whom they would be leading. Prior to this objective, however, was the need for growth on the part of the prospective leader. These two objectives were closely allied with the total Settlement program of developing democratic group living.

In the second aspect, the staff and the representative group of volunteers should determine some method for evaluating the needs of both the volunteers and the agency as a starting point for deciding what the content of the training course should be. Some of the more important needs of both volunteer and agency follow: This outline is suggested for use by the joint planning of staff and leaders.

1. The volunteer's orientation to the agency and the community, a knowledge of resources in the community, mechanics of the agency, the program and the groups.

2. How does the leader fill his role in the organization and development of groups.

3. How does the leader maintain his role in determining interest of individual members and of the group.

4. What is the leader's role in developing activities with groups.

5. What is the leader's role in understanding individuals.

6. How does the leader conceive his role in meeting the needs of individuals.

7. What is the leader's role in inter-group activities.

8. What is the leader's role in terms of the Settlement program.

The third aspect of the staff and volunteer conference should be a discussion of how the training course is to be organized. If the Settlement staff recognizes that its role, as more experienced leaders, should be to share with volunteers

the product of its experience and insight in meeting the problems as seen by volunteers, the entire course should be co-operative. It is important that this co-operative effort be one to discover more effective ways of developing a program that will result in the maximum growth for all participants.

Too often the staffs of the eleven Settlements observed by the writer dominated training sessions with their superior knowledge and technical phrases with the result that volunteers tended to become discouraged. To be truly effective, the professional should organize the training course as a co-operative enterprise between the volunteers and the staff.

The function of the staff is to guide the leaders in the learning process, to assist volunteer leaders in evaluating their experiences, and to help them to formulate objectives, and to apply these in the actual leadership of groups.

The fourth aspect for staff and volunteers to discuss should be on the role of the volunteers in the Settlement House following the training course. There should also be a discussion of the possibility for the formation of committees to work with staff in planning, organizing, and evaluating program.

Step number two in developing an effective training course is the motivation of the volunteers to participate in such a training program. The volunteer who has not yet been assigned to a group would want to know how to do things while the volunteer who has already been assigned to a group would

want to know how to handle problems. Thus, the staff could refer those problems which volunteers are finding difficult to handle to the training sessions.

At this point it might be important to tell volunteers the following:

1. That the training course will contain the learning of democratic procedures and techniques for group leaders.

2. That the training course will contain a study and analysis of selected problems and the exploration of techniques which could be effective in handling such problems.

3. That the training course will be based on the co-operative working of staff and volunteers in developing skills in leadership and in program.

Too often volunteers have had the idea that by sitting in on a training session and passively listening, they could receive the answers to most of their problems. It is true that leaders can receive help with some of their problems in this manner. However, it seems doubtful that leaders can receive the needed assistance with the more important issues confronting them by inactive participation in training. The more active a leader's participation can be in the training program the greater his insight should be in problems, skills, and techniques.

Before discussing a sample or suggested training course, session by session, it is necessary to review two premises.

The first premise is that there is no substitute for

actual experience and observation in volunteer training within a democratic setting. Always using verbal symbols or professional phrases which participants in a training course do not understand is an unsatisfactory teaching method. The use of a satisfactory method must be one of injecting into the training sessions problems as they actually occur in the leading of a group. There are various methods which can be used with equally good results. One method which might be used in training courses is that of role-playing or socio-drama. Through this technique, volunteers in the training course act out problems or social situations which they as leaders have actually experienced in working with groups.[1] This method has definite limitations, however, as mentioned on page 11 of this paper.

The second premise is that the staff role in the whole training program should be one of experience, guidance, and resource. When volunteers look to the staff for concrete suggestions the staff should be careful, and attempt to visualize their position as partly one of resource and interpretation. Concrete suggestions to leaders are necessary and vital in training but must not styme the leader's initiative to think for himself. The staff should be able to give further insight and clarification to most problems being discussed. They should avoid absolute answers and function toward new approach-

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1 See appendix I and II.

es to both the problems of leadership and of group work. The staff should be flexible, able and willing to modify a training session in accordance with developments in the discussion.

Elements Which Make for an Effective Training Course

If the training course is to be made meaningful to the volunteer leader, and helpful to the agency, it should contain the ingredients or elements which make for an effective training program. As a result of study and investigation, the writer suggests the following elements for consideration:

1. Purpose of Training Program
   What are the reasons behind the planned training course?

2. Objectives of Training Program
   What do we hope to gain by organizing a training course for volunteer leaders?

3. Time and Length of Training Program
   How important do we consider the time of the year and the length of the training course? How important is this element of training to our prospective leaders?

4. Orientation of Prospective Leader
   How conscientious should we be in the introduction of the volunteer to the agency's philosophy, policies, etc.? Should the orientation be used also as a summary of training as it relates to the total agency program?

5. Equipment for Training
   How important are the area, fiscal affairs, and physical facilities? What about the availability of staff?

6. Methods to be Used in Training
   Should formal lectures, demonstrations, visual aids, discussions, socio-dramas, workshops, panels, etc., be used?

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7. Material to be Used in Training
   Should we include techniques of leadership, mechanical routing of the agency and its activities, facts about the agency, and its policies? How important is program material, dynamics of group work, psychology of adolescence, or recording? How extensive shall we be in the coverage of training material?

There are undoubtedly other elements or combination of elements. No single Settlement House in the study had all the above listed elements in its training program; but all thirty-five agencies offering training courses were using these elements or combination of elements in varying degrees of intensity.

Criteria for Leadership Training Courses

Although the following statement was written with criteria for group work in mind, the writer believes it can help one's thinking in the area of criteria for a volunteer training program.

> In every group worker's life there probably comes a time when he wonders whether his multitudinous duties are much ado about nothing or really significant contributions to the development of the community. At this point, however, the question arises: how can we know whether we are moving ahead, standing still or going backward?[2]

The purpose of this study has been to analyze methods used in the training of volunteer leaders in Settlement Houses to determine criteria for leadership training courses. In addition, the large amount of literature collected and read by the writer has proven helpful. Furthermore, interviews with

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2 Saul Bernstein, op. cit., p. 215.

many Settlement executives and some fewer program people have helped in the establishment of criteria. On the basis of these methods, the writer has outlined a set of criteria for leadership training courses in Settlement Houses.

1. What do the organizers of a training course conceive their purpose to be? Is this purpose in harmony with the needs of the agency and the needs of the volunteer leader?

2. What is the procedure in planning? Will volunteer leaders be allowed to assist in the planning of the training course?

3. To what extent shall knowledge of the group work process be handled? At what stage of development are the volunteers? Are they ready for none, some, or many of the group work techniques?

4. What will the training course content do for the volunteers? Will it stimulate them to widen the range of their interests, understandings, and skills? Will the participants be taught skills that will enable them to do effective work with groups?

5. To what extent will the training course help volunteers to relate themselves, their skills, and their services to the groups? Is an interest in helping other people enough? How important is a will to learn how to relate to problems? How will the volunteer relate to the group that which has been taught in the training course?

6. What are the wider social implications for the volunteer? Is the volunteer aware that the training program is part of a larger movement in which he has a share? Will participants in training courses feel a responsibility for maintaining high standards of performance and cooperation with the Settlement House and with other groups?

7. How can training be maintained as a continuous process in Settlement Houses? Will there be a carry-over of the training course to supervision and conferences with periodic evaluations of

leadership?

Special attention is called to the fifth criterion. It is here that the techniques learned in the training course are carried over into actual practice. This constitutes a real problem for many leaders. Furthermore, if the seventh criterion is carefully considered the volunteer leader can be helped in relating to his group that which he has learned in the training course.

CHAPTER VI

A SUGGESTED TRAINING COURSE FOR GROUP WORK LEADERSHIP IN SETTLEMENT HOUSES

The following suggested training course for volunteer leaders was compiled from a combination of sources; namely, the personal ideas and experiences of some agency executives, and boys' and girls' workers; as well as current practices in fifty-three Settlement Houses; the suggestions of group work experts in various writings; and the writer's personal experiences and observations of training programs in eleven of the fifty-three Settlements comprising this study.

Although the following training program is set down in a session by session course, it stands only as a suggested guide or resource for the professional staff. If used as such in the initial planning of a training course by both staff and volunteer leaders, it will not negate a previous statement by the writer on the importance of volunteer participation in joint planning.

The staff resource person whenever mentioned should be interpreted as referring to a staff member other than the one leading the training course. Such a distribution of training responsibility would allow other staff to participate. It should place the work load more evenly on staff, thus giving the person leading the training session an opportunity to do a better job. It might become necessary to have several staff

members acting as resource people, depending on the planning and research necessary. This would, however, probably depend upon the amount of material needed and the availability of staff for such purposes.

The following is a suggested outline for the organization and promotion of a training course for volunteer leaders in Settlement Houses:

First Session

Topic: Orientation to the agency. Its aims, organization and relationship to the neighborhood.

Objectives:
1. To acquaint the volunteer with the organization, function, and mechanics of the Settlement.
2. To acquaint the leader with agency aims and relationship to the neighborhood setting.
3. To set the stage for the leadership training course.

Method:
1. A lecture on the topic of the Settlement and the community.
2. An outline of the proposed course with a discussion of the staff role and volunteers' role.
3. A movie, illustrating the Settlement program and the neighborhood.
4. A distribution of Settlement manual or other literature dealing with agency, program, and neighborhood.

Second Session

Topic: Exploring Problems of Group Leadership.

Objectives:
1. To bring into focus the problems of group leadership as seen by the volunteers.

2. To set the stage for co-operative effort between staff and volunteers for the purpose of learning techniques.

Method:

1. A discussion by volunteers of prior experiences.

2. A socio-drama by staff which illustrates the volunteers' participation in a training course, and begins to set the stage for further discussion of problems confronting them.

3. Outlining and classifying the problems to be discussed in later sessions.

Third Session

Topic: The Role of the Volunteer in Group Organization.

Objectives:

1. To discover and learn techniques for furthering group organization and group control.

Method:

1. A movie illustrating three types of leadership, namely, the democratic leader, the autocratic leader, and the anarchistic or laissez-faire leader. A socio-drama or club records could be substituted for the movie.

2. A discussion of either the movie, the drama or the club record.

3. At those points where volunteers discuss incidents have them presented as a socio-drama for discussion by the group.

4. A concluding statement summarizing the evening's training program.

Fourth Session

Topic: The Role of the Volunteers in Recognizing Interests of Individuals and the Group.

Objectives:

1. To acquaint the volunteer with the importance of discovering the interest of the group.

2. To discuss techniques for determining this interest.

Method:

1. A socio-drama illustrating a situation in which the volunteer is confronted with the problem of a group saying, "Gee, we never do anything in our club". This is only a suggestion. Any statement or situation that fits the topic might be used.

2. A discussion exploring the possible techniques that could be used in this situation.

3. A staff resource person should be prepared with material to assist the training group in ways and means of discovering interest.

Fifth Session

Topic: The Role of the Volunteer in Developing Activities.

Objectives:

1. To teach the volunteers democratic procedure in the development of group activities.

2. To provide the leader with resource material.

Method:

1. A one hour discussion on the techniques for introducing activities. A lecture or a demonstration could be used.

2. A series of resource materials that could be used for activities.

3. The possible formation of committees of volunteers to study possible material that could be used with club groups.
Each committee to meet with a selected staff person.

Sixth Session

Topic: The Volunteer's Role in Understanding Individuals.

Objectives:

1. To deepen the insight of volunteers into the motivation governing individual behavior.

Method:

1. A socio-drama illustrating the difficulties which an individual is presenting. A lecture or club records could be used here.

2. A discussion of possible techniques for handling situations in terms of the volunteer's

role in understanding the problems.

3. A resource staff person should be prepared to discuss the basis for understanding.

Note: This Session could be combined with Session No. 7.

Seventh Session

Topic: The Leader's Role in Meeting the Needs of the Individual.

Objectives: 1. To discover techniques in working with people based on a volunteer's understanding.

Method: 1. A review of the discussions in Sessions 2, 3, 4, and 5.

2. The presentation of a socio-drama for volunteers who are experiencing difficulties in handling individuals.

3. A staff resource person should be prepared to offer material for evaluation.

Eighth Session

Topic: The Role of Volunteer in Inter-Group Activities.

Objectives: 1. To discuss techniques for handling inter-group problems and techniques for promoting inter-group harmony and co-operation.

Method: 1. A lecture on racial, religious, or minority problems or, a socio-drama illustrating the social situations, involving a volunteer who is confronted with a racial problem. Lecture or club records also usable here.

2. A resource staff person should have material ready for analysis and clarification of problems on inter-group relations.

3. Assist volunteers to formulate techniques which might be helpful to them in similar situations.

Ninth Session

Topic: A Summary of Preceding Training Sessions.

Objectives: 1. To bring into focus the total accumulative experience of the preceding eight sessions.

2. To receive reports from the committees that were to investigate program resources.

3. To plan for training as a continuing process in supervision and in periodic volunteer leaders' meetings.

4. To form committees for future leadership participation in program planning, organization, and evaluation of training.

Note: In the use of all club records care and thought should be exercised. Staff should decide how, if at all, records should be rewritten for training course use.

Step number four is an evaluation of the training course and of the volunteers who participated. The only true evaluation should be in terms of the eventual growth of the Settlement members who will ultimately be affected by the training of group leaders. One can evaluate, however, how far the volunteer leadership has advanced from the original evaluation by the staff and volunteers during the preliminary organization of the training course. It might be desirable for the staff to convene alone this time to discuss what had occurred and how each will utilize the nine sessions of training in their respective programs.

Two possibilities are offered: There are others.

1. In the supervision of leaders in conferences how can staff build on the experiences already gained by these volunteers?

2. In the committees which were formed how can staff further the work to be done by these volunteers in the Settlement?

Finally, if Settlements think in terms of their community responsibilities, the role eventually played by volunteers in Settlement House programs will be given careful attention. The return is high for the Settlement which invests time and energy in a planned training program for all its leaders, whether volunteers or part-time paid. The need exists for the discovery of even more effective techniques for training leadership in Settlement Houses.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Although the use of volunteer leaders in Settlements has been a traditional aspect of the program, group workers have been and still are interested in increasing the effectiveness of their work with volunteers. The importance of working with volunteers may be seen in the fact that by using volunteers, an agency extends its service into the community and also involves the community in the services of the agency. One of the results of every agency's endeavor should be effective work with individuals that leads to greater participation in community affairs. It is important, therefore, that professionals discover or learn techniques that will enable them to work as effectively with volunteers as with the groups which are their primary concern. Consequently, this work with groups and the training of volunteers is a large part of the total Settlement program in the community.

The training of volunteers must be recognized as a continuous process beginning with a recruiting interview. It should then be followed by training courses, assignment to groups, and continued with conferences and observations. There should also be further participation of the volunteer in the agency program.

Settlement Houses usually work with volunteer leaders

whose skills and thinking about group work and leadership are limited. The amount of time the volunteers spend in actually leading groups is usually all the time which they consider necessary to give. It becomes the responsibility of staff, therefore, to integrate the interest in leading groups with an interest in learning more effective techniques for working with these groups.

The actual training of volunteers to do an effective group leadership assignment is on the basis of: first, a realization of the importance of working with volunteers as part of the Settlement's community program; and second, a recognition of the fact that the average volunteer is not initially equipped to do the type of work which the professional Settlement staff should like to see done.

This study was undertaken to determine criteria for the organization of leadership training courses in Settlement Houses by investigating the methods currently used in the training of volunteer group leaders in a cross section of such agencies. It was not the aim of this study to present a highly technical analysis of volunteer training as a whole, but rather, planned volunteer training programs for group leadership.

In this study volunteer leaders were recruited from over a dozen different sources. The outstanding source, however, was the Settlement House neighborhood. Schools and colleges ranked a close second in importance in supplying volun-

teer leaders to Settlements while Volunteer Bureaus of Councils of Social Agencies contributed leadership as the third most important source.

Surprisingly enough, the emphasis on the selection of volunteer leaders for more effective work with individuals and the group was lacking, while the selection of volunteers for more effective programming was quite evident.

The writer observed that nearly half of the Settlement Houses had no set or established method of orientation. The volunteer could be oriented to the agency, its program, and its neighborhood on the basis of either the leader's needs, staff time, or staff interest. The one time interview in volunteer orientation was very much in evidence.

Training material which was to be used in training courses was selected by the staff in most cases. There were several instances, however, where volunteer leaders were allowed the opportunity to participate in the planning of the leaders' meetings.

New techniques in the training of volunteers were hardly utilized by the Settlements attempting training courses for prospective leaders. Settlement staffs were experiencing difficulty in establishing new techniques which could become part of the more standardized procedures of training by the lecture, discussion, and demonstration methods. The writer found that these latter three methods were still universally used by Set-

tlements which were offering volunteer training courses.

Most of the content in volunteer leader training courses dealt with activities and the general program of the agencies.

Record keeping of some kind was carried out by nearly all the Settlements under investigation. The narrative record, however, was kept by only nine agencies, while attendance recording was kept by most.

Most of the fifty-three Settlement Houses, studied by the writer, attempted to carry on some form of supervision for volunteers. Thirty-eight per cent of these agencies held regularly scheduled supervisory conferences with leaders. The supervision of volunteers appeared to be more generally used than the training of volunteers. All the thirty-five agencies conducting planned training courses used the individual conference method of supervision as a continuing process in training leaders.

The training of volunteer leaders was found to be mostly co-educational activity.

There was a considerable variation in the type and length of training periods. The most popular was the monthly training course, ranging from four to nine months duration.

Mass training was the procedure in most of the Settlement Houses offering planned training programs. The average number under training at one time was twenty-nine.

Since most Settlement Houses depended upon the volunteer for leadership of its groups, a need exists for a clearer understanding by professional staffs in Settlements as to what constitutes adequate leadership training. Only a handful of Settlements were adequately preparing volunteers for a good experience in group leadership. Furthermore, there was very little uniformity in Settlement House leadership training.

There exists a need in the Settlement field for more and better literature on the planning, organization, and execution of leadership training programs. There is also needed an all inclusive content coverage with more effective methods of training.

The writer believes the following is the thought which Settlement staffs must consider in their efforts to assist volunteers to become more effective Settlement House leaders:

> Although progress has doubtless been greater in the field of professional training through schools and departments of social work, it remains true that there is no aspect of group work where the raising of standards can have more immediate and widespread effect that this of the volunteer leader who, once selected, must be trained.[1]

Approved,

Richard K. Conant

Richard K. Conant
Dean

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1 Group Work, 1939, p. 61.

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United Settlements of Greater Boston
20 Union Park, Boston, Mass.
KE: 6-5514

Name of Settlement_____

LEADERSHIP TRAINING FOR VOLUNTEERS

Kindly answer the following questions and add any additional thoughts that you might have at the end.

Question 1: Do you give your volunteers an opportunity to help plan their training program?

Question 2: What methods (discussions, speakers, etc.) are used in the training course?

Question 3: What do you do (subjects covered) in the training course?

Question 4: From what sources do you receive your volunteers?

Question 5: How many hours in each training session?
How many weeks does the training period cover?

Question 6: What time of the year is the training course held?

Question 7: How large a group of volunteers are subjected to the training course at the same time?

Question 8: Are male and frmale volunteers given the training together? If not, why not?

Question 9: Who instructs the training of volunteers?

Question 10: Do you assign volunteers to groups before or after they have completed their training?

Question 11: Do your volunteers have regularly scheduled supervisory conferences?

Question 12: Do you continue training in any form after completion of the basic training course?

Question 13: On what basis do you select your volunteers?

Question 14: What types of records are kept by your volunteer leaders?

Suggestions or Comments:

APPENDIX I

THE EDUCATIONAL PROCESS IN GROUP WORK

The Objective:

To help club members to organize their activities and to participate in these activities which should provide them with training for future democratic citizenship.

The Method:

To provide a satisfying program through which club members may discover their individual roles and move from these to group task roles for the welfare of all.

INDIVIDUAL CENTERED PARTICIPATION

What the leader sees first.

1st Step Knowing the Individual Roles

1. The Aggressor
2. The Blocker
3. The Dominator
4. The Attention Getter
5. The Horseplayer

EMERGENCE OF GROUP CENTERED PARTICIPATION

What the leader works toward.

2nd Step Selection and Decision of Group Task

1. The Initiator of Ideas
2. The Elaborator
3. The Information Seeker and Giver
4. The Evaluator
5. The Energizer
6. The Recorder

3rd Step Developing the Group Task

1. The Encourager
2. The Harmonizer
3. The Procedure Giver

4. The Expeditor
5. The Follower

This socio-drama was utilized at still another leaders' training meeting to portray three types of leadership. Following the presentation by the role players a staff member would conduct a discussion. The following outline was handed to each volunteer leader, participating in the session, before the dramatization started:

APPENDIX II

TOPIC: THREE TYPES OF LEADERSHIP

THEY ARE:

1. The Autocratic Leader
2. The Democratic Leader
3. The Anarchistic Leader (laissez-faire)

MORE ABOUT EACH:

1. Authoritarian (autocratic conditions)
   Leader determines all policy and directs all action. Everything is planned in advance by the leader.

QUESTION: What happens to the Individual and the Group under this leadership?

2. Democracy (democratic conditions)
   Leader gives club members various alternatives and lets them vote on procedure.
   Leader helps members to make their own decisions.

QUESTION: Does this type of leadership appear to have some of each of the other two?

3. Anarchy (anarchistic conditions)
   laissez-faire
   Leader answers only those questions put to him directly.

Leader is easy going-has nothing ready or prepared.

QUESTION: How far can this type of leader go?

Apply the list below to each type of leader. It is interesting to see what happens when you observe the socio-drama.

In the Group: INDIVIDUAL PARTICIPATION	ATTEMPT AT GROUP PARTICIPATION AND DECISIONS	ATTEMPT AT GROUP BUILDING
The Individual		
Horseplayer	Initiator of Ideas	The Encourager
Aggressor	Information Seeker	The Expeditor
Blocker	and Giver	The Follower
Attention Getter	The Energizer	

APPENDIX III

CLASSIFICATIONS OF GROUPS AND ACTIVITIES

A. REGULARLY SCHEDULED GROUPS WITH DEFINITE ENROLLMENT

1. Clubs: persons bound together by personal and social ties.
   control is within the group
2. Classes: two or more persons meeting in a regular schedule for the requisition of specific knowledge or skills.
   Control is vested in teacher or leader.
3. Teams: groups organized for competitive participation, which meet regularly for practice or contests.
4. Special Interested Groups: groups in which interest centers in the activity. (Orchestras, dramatic organizations, stamp clubs, etc.)
5. Inter-group committees and councils: groups made up of representatives of other groups.
6. Groups organized under other agency programs: (for instance a Boy Scout Troup in a church, a Junior Achievement Group in the YMHA)

7. Other (specify)

B. REGULARLY SCHEDULED GROUPS WITHOUT DEFINITE ENROLLMENT

1. Athletic activities, including swimming.
2. Educational activities, forums, lectures, etc.
3. Sociao recreation, dances, suppers, etc.
4. Motion pictures, theatre parties, etc.
5. Dramatic and musical programs.
6. Playground activities.
7. Informal play and non-athletic games.
8. Trips.
9. Other.

C. SPECIAL EVENTS

1. Athletic.
2. Educational.
3. Dramatic.
4. Social.

D. GROUPS UNDER JOINT OR OTHER AUSPICES

1. Outside groups.
2. Joint auspices.

APPENDIX IV

REPORTS AND RECORDS

Useful References

Williamson: Social Worker in Group Work - P. 85 -- 90
Busch: Leadership in Group Work P. 284--305

A.

Why Keep Records?

1. Basis of reports to boards and professional bodies.
2. Service of information to new leaders concerning his group.
3. As basis for evaluation by supervisor and others.
4. As stimulus to the study of group procedures.
5. As matter of information to the agency concerning the character and scope of its work.
6. To develop the habit of discriminating observation of successful and unsuccessful practice.
7. Summary: Records serve the interest of social science; of

practical administration; of leadership practice; of group self-criticism and improvement.

B.

Questions Which Records Should Help Answer

1. How much does cultural homogeneity affect good work in a given type of group?
2. What relation is there between age of members and type and effectiveness of organization?
3. What is the effect of economic factors upon activity?
4. What place may the leader be expected to take in a given type of group?
5. How may a leader help his group progress from the necessity for leader-control to self-direction and control?
6. What types of program may be expected to succeed with given groups?
7. What types of activity are successful with mixed clubs containing boys and girls or men and women?
8. What relationships exist between intelligence of group members and program interests and successes?
9. Do individual projects contribute to group stability?
10. What relationships exist between group membership and delinquency?
11. What relationship exists between adjustments outside the group and adjustments within the group?
12. What factors result in membership mortality?

C.

Types of Information Needed

1. Concerning the Group
   Its origin, membership, avowed and actual purposes, activities, achievements, trends.
   Its membership: addresses, ages, attendance.
   Its relations with the community, the agency, other groups, sub-groups.

2. Concerning each member
   Home, family, neighborhood, group, vocation, education, interests, skills, handicaps.
   Adjustments within the group: attitude toward group and of the group toward him; attitudes toward certain individuals, toward the leader, toward certain ideas, activities, proposals, etc.

3. Concerning the leader

Interests, skills, education, experience, insight into individual behavior, insight into group behavior, attitude toward himself, his responsibility, the agency, the supervisor, His strong and weak points.

D.

A Suggested System of Group Work Records. *

1. A face sheet as follows: (Preferably a manila folder, kept by the supervisor)

   Name of club
   Day and time of meeting
   Place of meeting
   Date of original formation of club
   Number enrolled at original formation
   Type of information (i.e., gang, nucleus, interest group)
   Names of leaders, addresses, phone numbers, date of assuming charge.

2. The club roster (also on the Manila folder)

   Name
   Date of enrollment
   Date of birth
   Nationality of parents
   Membership in other clubs
   If dropped, why
   How brought to club

3. An attendance record (kept by group leader in special booklet)

4. A history of the group up to the time when this record begins.

5. A weekly report sheet, made out by the leader. -- See Form.

6. A running record, or log, covering each meeting and the individuals in the group. The log should cover such items as:

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* Williamson: Social Worker in Group Work P. 86-87

What the leader has undertaken to accomplish.
Record of what has taken place in the group, including program, personality difficulties, etc.
What the program accomplished for the group, and for individuals in the group.
Facts the leader has learned about the group.
Problems arising out of group to be studied and met in subsequent meetings.

Notations on individuals should cover:

Name
Birthdate and birthplace
Nationality of parents
Language spoken at home
Family background
Home conditions
Home control
Religious affiliation
School or work record
Individual's environment
Service for others
Self-improvement
Estimate of mentality
Type of individual
Health
Moral standards
Ambitions
Special interests
Special talent
Loyalty to group
Dependability
Achievements

APPENDIX V

RECORDING THE PROGRESSIVE LIFE OF THE GROUP

Increasing attention is being given by agencies to the unique experience of a particular group and the distinctive behavior from week to week of the persons who compose it. Much attention is now being given to the nature of group experience by all students of Group Work. Agencies have long kept attendance rolls of club and group activities; and an increasing number have used current leader's reports following group sessions. Progressive agencies are now requiring more detailed accounts by leaders of just what happened in the group sessions, reported immediately thereafter, as instruments of conference and supervision. Such items, with the initial registration data on

each organized grouping, should be posted to some kind of Group Record similar to that in use in New York City. Whether brought together in such a file or not, the separate parts thereof, Registration, Roster, and Record, are all needed for every group that the agency is willing to recognize and sponsor. By simple mimeograph sheets, any agency can make a beginning in this type of more careful Group Activity procedure. Suggestions for the more intimate details of the group record follow.

I. The Group Leader's Diary or Log.

The leader's diary or log is an informal, but accurate, record of what happens at each meeting, and what happens between meetings in the form of new developments, difficulties, events, etc., is often to be noted. The group leader's log is not the same as the official minutes. The former is private. It belongs to the leader and his supervisor and to the agency's record. The latter belongs to the group. It is written up by the group secretary. It may or may not go into the agency's record.

A group leader should make it a matter of pride to state things exactly as he observes them, neither under nor over. Occasionally we find a leader who is clever in the use of English, and who mixes his observations with the products of a healthy imagination, thus turning out a log that sparkles with interest rather than with truth. By holding himself to the facts, a leader will acquire skill in recognizing and re-

cording them.

What, and how much should go into the group leader's diary? Pick out the essential things seen and heard and record them in as few words as possible. Do this immediately after the meeting. Sometimes a sentence, sometimes a page, will be needed. The story should make plain the objectives the leader hoped to achieve and how; what took place; the things the leader did; the things the group did; bits of conversation; descriptions of individuals and their behavior. It is especially important to include comments about the way members of the group act toward each other, toward the group as a whole, toward the agency, toward the community.

Miss Coyle suggests the following outline for the record after each meeting:

1. What the leader undertook to accomplish.
2. What took place in the group, including program, personality difficulties, etc.
3. What the meeting accomplish for
   (a) the group (b) individuals in the group
4. Facts the leader has learned about the group and its members when not in meeting.
5. Problems to be studied, both individual and group.

Each entry to be initialed and dated.

II. The Occasional Diagnosis (quarterly or semi-annual)

1. Assets of group (includes qualities, factors, interests, attendance, etc., which may be counted on for the benefit of the group.)

2. Liabilities of the group (qualities, etc., which may act as a detrimental factor on the progress of the group.)

3. Difficulties defined (as presented by group as a whole

or by individuals.)

4. Causal factors entering therein.

5. Proposed group treatments.

III. Yearly Club Summary (Principally a summary of diagnosis sheets.)

1. Wherein has the group progressed.

   A.
   B.
   C.

2. Wherein has the group retrogressed.

   A.
   B.
   C.

3. Recommendations for the coming year.

See Palmer: Field Studies in Sociology P 106-7; 180-4; 238-44.

APPENDIX VI

GUIDE SHEET Hecht House

"A group record is an account of what happens within the group which will be of practical help to the leader and supervisor in understanding the individuals and the group process with which they are dealing."

Gertrude Wilson, Professor of Group Work, University of Pittsburgh

This guide sheet should serve as an aid to leaders in preparing their group records. It is intended only as a suggested outline rather than as a form to be followed in every detail. Leaders should feel free to use those sections which they consider applicable to their particular groups, and to add anything else they feel will be of value.

The group record may be divided into the following parts:

1) Face Sheet
2) Club Roster
3) Report of Meeting
4) Individual Records
5) Group History

I. FACE SHEET

To include the following statistics taken from the registration card: name, address, telephone number, date of birth, sex, occupation of parents, school or occupation of members, marital status, date enrolled (in group).

II. CLUB ROSTER

Weekly attendance record including new members added, members added, members dropped, and current total enrollment.

III. REPORT OF MEETING

a. What did the group do? Describe the members participation in and reactions to program activities.

b. What were the group problems, such as lack of group spirit, lack of interest, cliques, etc.?

c. What symptoms of individual problems or emotional disturbances did you see?

d. Of what significance was the meeting for the group as a whole? Of what significance for individuals?

e. What are your plans for the next meeting and for the future in the way of programming, work with individuals, outside contacts, etc.?

IV. INDIVIDUAL RECORDS

These need only be kept on those individual members for whom additional information is thought desirable by the leader and supervisor. They should include:

a. Registration information.
b. Description of individual and his behavior.
c. Possible home visits and contacts outside the agency.
d. Other information available in the agency.
e. Social Service Index Report.

V. GROUP HISTORY

This is a record of how the group was formed, and provides valuable background material for the leader and supervisor. The writing of this history would be dependent on the relationship with the group and the availability of the necessary information, and should be considered only after discussion with the supervisor.

GROUP RECORD

I. Identifying Information:

Date & Time_____

Name of Group_____ Name of Leader_____

Meeting Room_____ No. Enrolled_____ No. Present_____

Names of Absentees:

Names of New Members:

Names of Members Dropped:

Names of Visitors:
(Including Staff)

II. Report of Meeting. (Tell in narrative form what took place at the meeting. Include a description of the participation of individuals, as well as a summary of any contacts with members outside the agency.)

III. Interpretation. (Evaluate the meeting for the group as a whole and for individual members.

IV. Plans for next meeting and for the future.

APPENDIX VII

GROUP WORK DISCUSSIONS

as used in the leadership training courses for volunteer workers, 1942-1943, organized by the Volunteer Service Bureau in cooperation with Community Recreation Service. Discussions led by Robert F. Rutherford of the Boston Council of Social Agencies.

Discussion One - The Elements of Group Work

There are five elements in group work; the good group worker should be conscious of all five, and should try to see that each makes its fullest contribution. They are:

A. The Leader - who is older, wiser, better educated than the group and has certain skills.

B. The Place - which has a minimum of equipment, is relatively quiet and to which members come voluntarily.

C. The Group - limited in number to a size where "face to face" contact is possible, and similar in age.

D. The Program- something to do.

E. The Purpose- or where are we going. There are really two purposes, that of the child, and that of the agency.

The difference between good group work and other forms of human association (for example tavern gatherings or adult education classes) lies in the purpose and in the manner of combining the elements.

The leader must see to it that each element is as pro-

ductive as possible in achieving a socially desirable purpose.

Discussion Two - Combining the Elements

The elements are not isolated, but their proper combination is the means of achieving success.

The agency should be responsible for seeing that when the leader and group are introduced, both have the best possible chance to make a happy beginning.

The leader should look to securing sufficient organization to secure relatively orderly progress towards objectives.

A. Part of this will be the house regulations, with which the leader should be familiar.

B. To this must be added common sense regulations of time, behavior, securing equipment, etc.

C. Further organization as desired and necessary. The danger of parliamentarianism. (Usually children request traditional patterns of organization).

Problems of organization:

A. Name - meaningful, dignified, useful.

B. Officers - appointed or elected.

C. Constitution - necessary or unnecessary? Tradition of constitutions.

D. Dues - to be discussed later.

E. Programs for subsequent meetings. The importance of giving something to talk about and something which will be successful. The leader's place in the first few programs is neither completely as an observer nor completely entertainer.

Discussion Three - The Leader

The job of the leader is to further and to unite the

purposes of the child and the purposes of the agency. It is important that union of purposes be achieved since work can not be half agency and half child centered.

The leader functions in two ways, first as an example and second as a guide.

Some dangers of leadership are:

A. Striking a location too near either extreme of domination or weakness.

B. Forgetting individual differences.

C. Playing favorites.

Discussion Four - The Children, Their Endowments

The leader must bear in mind that he is working with individuals of differing temperaments and abilities; that these individuals behave one way alone, another in company with others.

There are normal and abnormal individuals in physical and mental makeup, but most traits are distributed as a normal curve, which means that predominately people are average. The extremes require highly specialized handling.

Although children are differently endowed, they have all the same needs.

Discussion Five - The Children, Their Needs

Needs are driving forces which require satisfaction. They are physical and social. So driving are they that they will overcome barriers or evade barriers to their being satis-

fied.

Some primary physical needs are: need for food, shelter, sleep. These should be satisfied by the family. It is the responsibility of the club leader or group worker to watch for signs that primary needs may not be gratified, and bring the matter to the attention of the supervisor. Giving money, food or clothing without such consultation, no matter how pathetic or needy the child may be a mistake.

The primary physical need in respect to sex, is like all needs pervasive and wide-spread. A manifestation of this need is in curiosity or searching for sexual information. It is desirable to asnwer privately all requests for information, if they are honestly put. It seems not desirable to encourage such questionings, not to utilize sex education material in club programs. The social relationships of boys and girls can and should be helped by the club leader.

The social needs are the need for attention, for new experience, for affectional response, for security. All can be partially satisfied by the group program.

It is important, even crucial, not to break down any of the childrens' fundamental beliefs, even if you think them wrong. To do so induces uncertainty, unhappiness, or mental disturbances. Fundamental beliefs are especially strong about sex, morality, nationality and religion.

Discussion Six - The Program

Certain activities because they meet human needs simply, are almost sure-fire effective.

Eating is one. Most groups bring and prepare foods for parties, suppers or feeds, much more easily than they prepare programs for such events. The finesse or good manners with which eating is done needs to be watched carefully and there should be a careful plan of cleaning up.

Stories are very effective. They seem to strike an almost native instinctive response. For short periods of a group meeting they can be effective entertainment and educational or emotional stimulation. There is some danger of excitement or day-dreaming over extreme horror stories, but with older children, this is not serious.

Amateur hours satisfy the need for importance and may be a base to build up to better sorts of dramatic work.

The best program is the project, requiring all to participate in the plans and the work of putting the plans across.

Discussion Seven - Some Problems in Group Work

The problem which seriously worries most group leaders is the one of discipline, by which is meant the tendencies to disorder and to resistance to ideas.

Standards of behavior vary. There is one for home, one for school, another for the club. The standard for club should be set by the agency sponsoring the club, and adhered

to firmly.

A well-planned, orderly, imaginative program will reduce opportunities for disorder and resistance. Helpful also is a high standard of behavior by the leader.

When he does not receive proper behavior the leader should request it from the individual offending. Group pressure (when misbehavior occurs) because it interferes with plans can be utilized against the offenders. More serious difficulties call for the child's removal from the group by sending him home, loss of privilege, or appeal to the authority of program supervisor or parent. Physical punishment is always a serious mistake.

It is helpful to expect good behavior and to reward it when you receive it.

Another common problem is one of money, required to be collected from the children to help defray expenses of equipment, or for their own purposes in carrying out their club program. Difficulties usually arise from methods of raising the money for club projects or unbusiness-like methods of handling funds. Lotteries, bingoes and raffles are usually contrary to agency policy and do not meet the recommended policy of giving a fair return for money spent. Better means of raising money are entertainments, plays, whists, dances or sales. It is desirable to have funds held by the agency staff or the club leader.

Discussion Eight - Measuring Results

Leaders should avoid expecting too obvious and startling a change of behavior in their group, or being discouraged by lack of gratitude.

A reasonable test which can be applied to a group in action or at the end of the year to test accomplishment is given below.

IS MY GROUP SUCCESSFUL?

1. Do the children have a good time?
2. Do the children learn something useful?
3. Is there a friendly but respectful relationship both ways between leader and children?
4. Is the program varied? Do the activities of the program promote and unite the purposes of the children and of the agency? Are the activities interesting to children? Are they appropriate for their age?
5. Do the children take part as far as their limitations permit in planning and carrying through parts of the program?
6. Has the group and your direction of it strengthened, and not weakened or destroyed the fundamental beliefs and thoughts of the children? Have first things (church, home, school, pride in family or in race and other bases of character) been respected?
7. Have you taken full advantage of all the resources in the agency or in the city for your group?
8. Have you tried to know well all the children in your group, particularly the troublesome or unattractive ones?
9. Have you secured just enough organization and proper discipline so that the program moves forward without serious obstructions?
10. Does the group work together better than they did when you took charge?

Here are two sheets, one of which can be a useful direction-guide to ascertain whether activities are promoting purposes, the other a check sheet to discover whether there may be other available activities for program experiences.

Use several of these sheets, listing on each a specific purpose for the group. Save this for several months as a direction-guide; then fill in E on the basis of your experience.

A. SPECIFIC PURPOSE:

B. METHODS OF ACHIEVING THIS PURPOSE:

1.

2.

3.

4.

5.

C. OBSTACLES PREVENTING ITS ACHIEVEMENT:

D. COMMENTS ON THIS PURPOSE:

. . . . . .

TO BE FILLED IN LATER

E. What changes in behavior can be listed which demonstrate that the purpose has been achieved or at least that the group is closer to it?

1.
2.
3.
4.

Experiences for a Club Program

(Fill in activities which could be used)

1. Athletic Activities (team and informal games, hiking, swimming)

2. Trips (by trolley, foot, or by mail)

3. Celebrations (Holidays, Birthdays, Seasons)

4. Handicraft - Art - Publication

5. Dramatics (Plays - Radio Programs - Amateur Hours)

6. Scientific (demonstrations or experiments)

7. Social Service (by gift or action)

8. Discussions - Forums - Quiz Programs

9. Theatre Parties - Banquets

10. Hospitality (to other individuals or groups)

Are you using all available equipment? Is your program varied?

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1 1719 02558 8528